Services d'appui à l'éducation,
Francophone sector, Department of
Education and Early Childhood Development

Report on the Status of Inclusive Education 2020-2021: Consultations, discussions, reflections

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New Brunswick
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1. Current situation

For over 30 years, New Brunswick's education system has subscribed to a philosophy of inclusive education that has gained considerable recognition and continues to evolve over time. However, while all students are easily welcomed in the classroom and at school, there remains an expectation that students with "differences" become as "normal" as possible and that the vast majority of students must learn all content of all curricula. Because of this, support services are geared towards the learning of curriculum content, which creates the need for specialized education. In special education, curriculum content is adjusted to assist the learning of students who experience difficulties. When this becomes a challenge, the system tends to lower expectations — even to the point of having very little expectations for some students. These practices adhere to a model focussed on the teaching and learning of curriculum content instead of on student learning.

Since 2008, the definition of inclusive education has been the following:

The pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society.

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In 2013, this definition was included in the new policy on inclusive education, Policy 322. In addition, in 2018, the Early Childhood Services Act was proclaimed and the New Brunswick Early Learning Centre Designation was implemented. Under this designation, licensed early learning and childcare facilities had to establish policies on inclusion and improve their inclusive practices.

In 2016, the Department of Education and Early Childhood Development (EECD) published the *Profil de sortie d'un élève du système acadien et francophone du Nouveau-Brunswick* [Student Profile in New Brunswick's Acadian and Francophone School System] as well as its 10-year education plan, titled Giving our children an edge (Francophone sector). Since these documents were drafted, EECD's Services éducatifs francophones (SÉF) division and the three Francophone school districts have called into question the school's role in ensuring all students not only learn but also establish connections within the community during and after their school career. To achieve this, curricula must be adapted to the needs of each individual.

This vision aligns with a model focussed on the development of each student, which cannot be achieved through a common curriculum; the curriculum must be established based on the strengths of each individual and ensure the development of their competencies and identity. Consequently, support services should change the focus of the activities and services they offer from the learning of curriculum content to student learning, a focus in which all students develop the competencies they need to achieve their career and life readiness plan.

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2. Consultations: Educational support services and Objective 1 — Career and life readiness plan

In February 2021, EECD's Francophone sector, together with the Francophone school districts, held a series of consultations on the role of support services in student career and life readiness plans for the purposes of continuous improvement. The aim of these consultations was primarily to reflect on and reimagine support services so they would align with Objective 1 of the 10-year plan, to better address student diversity. However, during the discussions, the focus revolved mostly on actions that could improve the inclusive school system as a whole. Over 80 people[1] took the opportunity to share, exchange and discuss ideas in small groups over periods of three hours. These discussions are summarized in the table below.

THEME	Current picture	Proposed actions
Structural rigidity	• The education system has little flexibility, especially at the high school level • Grouping students into grade levels by age assumes homogeneity among students • The school system is reactive instead of proactive • The school system is based on performance • Daily school schedules, especially at the high school level, are rigid and make it difficult to manage the provision of services • External assessments impact the mental health	• Offer experiential learning opportunities and elective courses at the elementary and middle school levels • Offer a course on current issues in all grade levels • Use descriptive report cards in secondary as well as in primary levels. • Develop a learning continuum that allows students to progress in their learning without association with a grade level • Offer more flexibility and independence through new graduation criteria (e.g. volunteering, portfolio, pathway profile, etc.) • Remove grade levels to implement cycles • Have more than one teacher per group of students (collaborative teaching) • Include competencies in curricula • Offer recognition of prior learning as an option at elementary/middle school and high school levels • Ensure the teacher becomes a guide instead of a transmitter of knowledge • Review the goal of external assessments in relation to student projects • Change the fact that a portion of the final grade of certain high school courses is based on external assessments • Align external assessments with the competencies in the student profile • Consult with students about the framework to be developed • Reconsider a 12-month school year • Allow flexibility in school calendar • Breakdown the competencies to be developed in a list form • Allow community learning • Encourage students at all levels to initiate personal projects

1. Persons consulted: school principals, various members of teaching staff (homeroom, resource, literacy, guidance), educational assistants, speech language pathologists, learning specialists from the three districts, behaviour mentors, behavioural interventionists, community developers, district executive directors of learning, district directors of education support services, and representatives from the early childhood sector and the Autism Learning Partnership.

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THEME	Current picture	Actions proposées
Lack of resources	• **Human resources :** » There is a lack of qualified specialists » There is a lack of FTEs in support services » School personnel needs more support • **Time factor :** » School personnel and external service providers do not have enough time to offer specialized interventions to all target students » More time for establishing connections with students is needed, especially at the high school level » More time for collaboration between members of school staff is needed • **Financial resources:** » Renovations are needed to accommodate for new teaching approaches and ensure accessibility for all » There is little funding to meet all innovative project needs	• AImprove the ratio of guidance counsellors to students at the elementary and middle school and high school levels • Have experiential learning coordinators in all schools, from K-12 • Increase the number of resource teachers in all schools, from K-12 • Involve more community organizations in the schools • Give teaching staff the opportunity to work together to improve interdisciplinarity (e.g. geography + history + French) • Encourage the sharing of locally-developed courses between schools and school districts • Encourage the partnership of schools with other schools and organizations outside the province
Communication and collaboration	• There is a lack of understanding of Objective 1 • Educational support services use complex jargon • There is a lack of communication between internal and external services • There is a lack of communication between services within the school • There is a lack of communication between schools and early childhood centres • There is a lack of communication with parents regarding upcoming changes to education • Policy 322 has varying interpretations • There is a lack of communication between EECD and schools • The role of educational support services in schools and districts is misunderstood	• Inform early childhood personnel about Objective 1 • Establish opportunities for networking between schools (e.g. reimplementing triads) • Set aside time for discussion and reflection with all school personnel to achieve Objective 1 • Use plain language to inform the community (leaflets, chambers of commerce, etc.) • Inform the community about diversity in education • Review the definition of "success" • Review the school strategic team's mandate to align it with Objective 1 • Give students time to reflect on educational changes so they can build alongside decision-makers • Improve communication and how services are being offered during the transition from early childhood centres to kindergarten

THEME	Curent picture	Proposed actions
Operational	• Teaching staff (classroom and resource teachers) have a heavy workload • There is a lack of accessibility to qualified support staff • The management of educational assistants schedules (establish schedules, manage absences and assignments) • Staff turnover within community organizations creates breaks in the offer of services	• Increase educational assistants' hours • Review the role and task distribution of resource teachers (60% - 25% - 15%)
Mental health	• School staff lack training on how to support students • There is a lack of knowledge of what resources are available and accessible to school staff	• Teach students and staff in every school about mindfullness • Prepare a component on prevention in mental health for students and staff • Prioritize interventions related to well-being above those related to learning difficulties
Training	• Initial training for teaching staff does not yet focus on competency development and student career and life readiness plans • There is a lack of initial training on the resource teacher's role • There is a lack of initial training for preschool teachers • There is a lack of available initial training for educational assistants • There is a lack of continuing training opportunities for all school staff (teaching and support staff)	• Add competency development to initial training for teaching staff • Consider alternative recognition for teaching staff who teach trades but do not have a bachelor of education degree • Offer more continuing training for educational assistants
Student Support	• Emphasis is placed on student challenges instead of strengths • Few choices are offered to students. The structure is prescriptive (e.g. courses, programs) • There is a lack of resources and preparation for supporting newcomers • Problems in crisis management negatively impact the positive learning environment • Students have complex needs that are difficult to meet • There is a lack of understanding of the universal design for learning, the response to intervention model, differentiated instruction and the implementation of those concepts • The resource teacher's role lacks clarity	• Implement animal therapy in each school • Schedule more time for guidance counsellor interventions • Assign a speech language pathologist to each school, even at high school level • Offer better support for students who use alternative communication methods • Work on life competencies with all elementary and middle school students • Inform school staff about diversity in education • Give all students and those working with them access to a technological tool to help them progress • Offer students choices in the organization of their school day • Allow more flexibility in classroom layouts

3. Reflections within EECD

Since the drafting of Policy 322 on inclusive education, the New Brunswick school system has continued to reflect on inclusion, participate in varied discussions with stakeholders from within and outside the school setting and draw on research to better support all learners. The following findings and recommendations are the result of several discussions and reflections within EECD.

3.1 Early childhood

The *Curriculum éducatif des services de garde francophones du Nouveau-Brunswick (2008) [New Brunswick Francophone Childcare Services Educational Curriculum (2008)]* includes among its guiding principles and theories the placement of a high value on inclusive diversity while respecting children as individuals.

Educators at licensed early learning and childcare facilities must adopt inclusive practices to ensure the development and learning of each child. Since needs have grown over the past several years, educators are asking for continuing training and additional support to ensure the genuine and effective inclusion of all children. Because of this, early learning consultant positions were created in the school districts to support facility operators and staff and to assist them in their inclusive practices.

In addition, EECD has offered many professional development training opportunities through the New Brunswick Association for Community Living (NBACL) over the past few years. Training modules were developed to better train those acting as support workers in early learning and childcare facilities, and EECD recently published an online professional development module on diversity and inclusion for educational staff in early learning and childcare facilities and for other early childhood workers.

In the same vein, the Inclusion Support Program helps early learning and childcare facilities obtain funding to hire individual or shared support people for children with additional needs, and it provides assistance to early learning and childcare facilities. However, as EECD cannot fund all requests, many children are still waiting for assistance.

It is also important to note that, based on the results of an assessment, certain children receive specific early interventions to reduce gaps in their learning and can require increased participation in an early learning and childcare facility. Reducing gaps in the child's development can be achieved through an individualized plan, with the help of the agency offering the services, the child's parents and the child's early learning and childcare facilty.

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Depending on the plan, the child will attend the early learning and childcare facility for either a brief period or full time. Unfortunately, it is not always possible to find a space in an early learning and childcare facility for the child, and children must be at least three years old to be eligible for this service.

According to regulations, children under five who are diagnosed with autism spectrum disorder and do not attend school can access specialized interventions through the Preschool Autism Program. Parents can enrol their children in the program to receive intervention services at home, at the early learning and childcare facility or at their local autism centre. A specialized intervention plan is developed for each child, and the service must be delivered in cooperation with the parents, the agency providing the service and the early learning and childcare facility, where applicable. However, depending on available childcare facility resources, some families have trouble finding a space for their child with autism spectrum disorder. EECD and the partners involved have developed a cooperative approach that focusses on the children's needs, to establish direct communication and meet the needs of the family and the child. Training for early learning and childcare facility educators will be available in 2022.

It should also be noted that Policy 322 currently makes no mention of the early childhood sector, which has its own act, the Early Childhood Services Act. It will be important to establish a definition for inclusion specific to this sector while maintaining a common vision in the definitions and principles.

3.2 First Nations

LIn a manner of speaking, inclusion is a quest for all students to develop a sense of belonging in the school system in which they are learning and developing their skills. It is important to bear in mind that belonging in the school system is intrinsically linked to the ability of individuals to see themselves represented in the school system and to identify to these representations. In other words, for genuine inclusion to exist, the education system must be more representative of the perspectives, realities, lived experiences, and the current and past offerings and contributions of the First Nations. It is also the responsability of the education system in Canada to update educational approaches and course content to reflect the truth behind residential schools and treaties[2].

In addition, the school system would benefit from better understanding and adopting the First Nations vision of and approach to this concept we call "inclusion." In their view, it involves recognizing the role, distinctiveness and individuality of each person; developing a strong sense of belonging to the community; and recognizing what for certain people the current system considers to be "challenges" as gifts. We are interested in focussing on what we can learn from the First Nations with regard to the genuine inclusion of everyone.

2 https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf

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3.3 Cultural diversity

The inclusive school system is very advantageous for immigrant and refugee children enrolled in our schools. Participating in classes with their Canadian peers helps them develop a sense of belonging to their new school community more quickly and better understand Canadian values and the new school culture in which they are evolving. Being paired with their Canadian peers also helps newcomer students with socialization, finding their bearings and better understanding the school environment, which contributes to their social integration and inclusion. It should also be noted that observing exchanges between others, which is much easier in an inclusive environment, has a considerable influence when learning a new language and a new culture. In effect, the inclusive school system is truly beneficial when all students are included, no matter their first language, in all subjects and activities.

Some newcomer students and their families nevertheless face challenges in understanding our system, its procedures and the services offered, especially when the child has a prior diagnosis or was receiving any type of support services before arriving in Canada. These families should be informed of our system's unique characteristics as soon as they arrive in New Brunswick, or even beforehand if possible, to facilitate their integration into our school community.

In addition, teachers and various members of the support staff in our schools still face some challenges in properly understanding the needs of students and their families with regard to distinguishing the characteristics of disorders or disabilities specific to language (linguistic actualization or adaptation to accents and regionalisms) or culture, for example. School staff should therefore be trained to better understand and better assess the challenges immigrant and refugee children face while valuing and considering the influence of their language skills and their culture on their academic and social learning.

3.4 Policies

Several observers and researchers are calling into question the term "inclusion," which refers to the act of including one thing in another — or, in this case, including certain people with others. In New Brunswick, it is important to not identify groups of learners needing inclusion and instead to ensure all people receive the support they need to learn and develop to their full potential. We should also consider the First Nations understanding of inclusion, which differs from our own. Therefore, our understanding of "inclusion" must be clarified, and Policy 322 must subsequently be reviewed.

In addition, it is important in the Francophone school sector that Objective 1 of the 10-year plan, for each student to develop the competencies they need to achieve their career and life readiness plan, be reflected in Policy 322 on inclusive education.
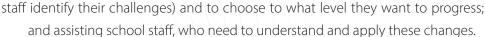
Also, the concept of inclusion is not included in EECD's policies and regulations. This prevents the incorporation of its principles in the practices implemented within the Department. It is therefore recommended that the Policy and Planning division develop a framework in which inclusion is redefined and included as the foundation of all policies and communications.

3.5 Conversations with researchers in inclusive education

To better contribute to discussions on the topic of inclusive education, the Services d'appui à l'éducation team sought the expertise of Bill Morrison, PhD; Melissa Garrett, PhD student in inclusive education at the University of New Brunswick; Mireille LeBlanc, professor at the Université de Moncton; and Shelley Moore, PhD student in inclusive education at the University of British Columbia.

These researchers and several others demonstrated that the genuine inclusion of all students is achieved first and foremost by identifying their strengths and establishing an environment that contributes to their well-being and the development of competencies. According to them, each student can learn, each student must learn, and each student must be recognized as having strengths and as being a full member of their local and broader school communities. Currently, the procedures and approaches recommended in our school system place emphasis on students' challenges and the interventions that can be implemented to reduce them. The result of always focussing on the students' challenges and inabilities, as is indicated in several comments in the table above (Consultations: Educational support services and Objective 1 — Career and life readiness plan), is a feeling of helplessness and failure among students, their families and school staff.

To address this, the researchers suggested a variety of proven approaches, including but not limited to having each student identify their strengths and identities, so they are seen not for their learning disabilities, diagnoses, or visible or chosen identity but for their ability to contribute to their community and to progress in their learning; establishing a school environment in which resilience and a sense of relatedness, competency and autonomy are prioritized; including both basic skills and discipline-specific skills in curricula; supporting skills development, to allow students to find their true skill level (not having the school staff identify their challenges) and to choose to what level they want to progress; and assisting school staff, who need to understand and apply these changes.

3.6 Reflections on the services within the community

A number of challenges were identified with regard to transitionning from school to life after school for students who need additional support. Among those challenges is the lack of an explicit transition process in the shools, which prevents these students from integrating properly into their community and/or job market after high school. To solve this, EECD has developed a transition plan, which is directly related to Objective 1 of the 10-year educational plan, that aims to facilitate the move from the school system to life after high-school. This living and dynamic document focusses on the students, their needs, preferences and interests to ensure their success after graduation. The transition plan requires the cooperation of school staff, intergovernmental and community agencies, the student and their family.

That being said, transition planning presents several challenges. For example, student internship placements are often difficult a) because of a lack of means of transportation to get students to their job placement, b) because employers are reticent to take on students facing larger challenges, due to a lack of available resources to support students in the work place, c) because some students do not meet eligibility criteria for some community offered programs. It should also be noted that although there is a vast array of services and subsidies being offered by many community organizations, schools are often unaware of their availability; both schools and providers across the province would benefit from greater communication in this area. Additionally, community organizations face their own challenges, such as staff turnover and difficulty recruiting Francophone staff, which limits services being offered, in a timely manner, to Francophone families and students within Francophone schools. And last but not least, it is important to note that schools report having difficulty supporting parents in helping their child through this important step.

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4. Action plan

The consultations confirmed that the education system needs to change in order to be truly inclusive and to offer all learners a rich educational experience that enables them to lead a balanced life, to be lifelong learners and to live as engaged and ethical citizens. Indeedt, participants validated the vision expressed in the student profile and in Objective 1 of the 10-year education plan.

EECD is committed, with short, medium and long term goals, to continuing existing undertakings as well as implementing new ones.

4.1 Priority projects 2021-2022

Services éducations francophones

PRIORITY 1

Establish a learning environment that allows the Francophone school sector's goals to be met

Current issues
Champion: Lynn Marotte | Lead: Sylvie LeBel

Interdisciplinary French (pilot schools)
Champion: Mireille Bertin-Post | Lead: Cindy Comeau

Transition plan triads
Champion: Tanya Roy | Lead: Isabelle Maillet

Policy framework for early learning and childcare facilities — ages 5 to 12
Champion: Josée Nadeau | Lead: Danielle Gauthier St-Onge

Experiential learning guides
Champion: Tanya Roy | Lead: Anne Doiron

Emergent Leaders Institute (pedagogical)
Champion: Josée Nadeau | Lead: Colombe Manuel Wiliston

NBTAP program
Champion: Tanya Roy | Lead: Marco Thibeault

Continuation of new high school education system
Champion: Lynn Marotte | Lead: Patricia Bonneau

New curriculum framework
Champion: Lynn Marotte | Lead: Cindy Comeau

Elementary education system
Champion: Lynn Marotte | Lead: Isabelle Perron-Desjardins

Implementation of Objective 1 (continuum)
Champion: Lynn Marotte | Lead: Monique Saulnier

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Continuum — ages 0 to 8 (Defining the strategy)
Champion: Josée Nadeau | Lead: Josée Nadeau

Educational framework
Champion: Josée Nadeau | Lead: Déborah Benao Loye

Numeracy instead of upgrading
Champion: Lynn Marotte | Lead: Julie Roy

Development of the numeracy proficiency test
Champion: Michel LeBlanc | Leads: Laurie Landry and Christian Arseneault

PRIORITY 2

Establish an inclusive learning environment

Racism survey
Champion: Tanya Roy (Julie Mc) | Lead: Ariane Juneau-Godin

Intercultural skills training (newcomers)
Champion: Julie McIntyre | Lead: Ariane Juneau-Godin

Wabanaki song collection (Training component to be offered in the spring)
Champion: Lynn Marotte (Julie Mc) | Lead: Ariane Juneau-Godin

Review of topics on First Nations and populations of African descent in grades 4, 5 and 6 social studies curricula
Champion: Lynn Marotte | Lead: Sylvie LeBel

Federal agreement: Pre-kindergarten prototype for vulnerable families
Champion: Josée Nadeau | Lead: TBD

Online assessments
Champion: Michel LeBlanc | Lead: Jean-François Morin

Early childhood inclusion and diversity model (policy)
Champion: Josée Nadeau | Lead: Céline Cormier

Francophone education sector immigration strategy (placement and education)
Champion: Lynn Marotte (Julie Mc) | Lead: Marie-Joëlle Bergeron

Transition to kindergarten for students with autism spectrum disorder
Champion: Julie Michaud | Lead: Ariane Choquette

Review of Policy 322 (inclusion) and updating of the definition
Champion: Tanya Roy | Lead: TBD

Autism training (early learning and childcare facilities)
Champion: Julie Michaud | Lead: Ariane Choquette

Holistic educational model
Champion: Tanya Roy | Lead: Isabelle-Andrée Lang

Well-being and resilience (relatedness)
Champion: Tanya Roy | Lead: TBD

Cooperative work experience (Inclusion Support Program)
Champion: Josée Nadeau | Lead: Céline Cormier

PRIORITY 3

Offer timely personalized interventions

Resource specialists in assessment and intervention
Champion: Tanya Roy | Lead: Dany Desjardins

EYE-DA/EYE-TA
Champion: Josée Nadeau | Lead: TBD

monAPPUI (phase 2)
Champion: Tanya Roy | Lead: Jeanne Duquette

Early intervention standards and contract
Champion: Josée Nadeau | Lead: Carole Plourde

COVID gaps Project: Impact of the pandemic on preschool children
Champion: Josée Nadeau | Lead: Carole Plourde

K-8 Tier 3 intensified interventions
Champion: Tanya Roy | Lead: Danielle Cormier

PRIORITY 4

Improve quality of learning in early learning and childcare facilities and reduce childcare costs for families

Workforce strategy - Recruitment and retention (federal)
Champion: Charline Morrison | Lead: TBD

Workforce strategy - Professional development and growth (federal)

Champion: Charline Morrison | Lead: TBD

Workforce strategy - Innovative Professional Development (federal)
Champions: Nicole Gervais/Josée Nadeau | Lead: Josée Nadeau

PRIORITY 5

Improve the governance system

Submission of a bill for the new governance model
Champion: Marcel Lavoie | Lead: Julie Mason

OTHER RELATED PROJECTS

Strategies (marketing) for informing parents, employers, learners and the community
Champion: Vivienne Sprague | Lead: Chantal Bergeron

International promotion of the Écoles francophones internationales autorisées (ÉFIA) Canada
Nouveau-Brunswick [Authorized International Francophone Schools Canada New Brunswick]
Champion: Sophie Lacroix | Lead: Anne-Sophie Farion

Development of intranet site for SÉF
Champion: Vivienne Sprague | Lead: Marc-André Comeau

Management system for the continuing professional development of school staff in the ÉFIA
Champion: Sophie Lacroix | Lead: Louis-René Robichaud

4.2 Three-year plan - June 2024 target outcomes

COMPONENT 1 - BIRTH TO GRADE 2	
RESULTS	**INTERVENTIONS**
1.1 Learning environment that allows the Francophone school sector's goals to be met	*1.1.1 Develop a shared vision of play-based development and learning* *1.1.2 Implement mechanisms for accessing a play-based development and learning environment*
1.2 Inclusive learning environment	*1.2.1 Develop and implement mechanisms for accessing an inclusive childcare environment* *1.2.2 Develop and implement mechanisms for accessing an inclusive K-2 environment* *1.2.3 Develop and implement mechanisms for ensuring linguistic development and a healthy and safe multicultural environment*
1.3 Learning environment that favours the development of each child's identity	*1.3.1 Prioritize attachment and the management of emotions* *1.3.2 Ensure the development of each child's well-being (RCA + R)* *1.3.3 Ensure each child develops self-awareness*
1.4 Timely personalized interventions for children	*1.4.1 Evaluate and identify all children for better intervention* *1.4.2 Select and develop/offer interventions* *1.4.3 Inform and equip families*

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COMPONENT 2 - GRADE 3 TO 8

RESULTS	INTERVENTIONS
2.1 Updated curriculum that allows the Francophone school sector's goals to be met	2.1.1 *Clarify goals so the staff know what to do within the next 20%* 2.1.2 *Review education system and theoretical frameworks and begin review of curricula* 2.1.3 *Ensure teaching staff is informed of the purpose of and equipped with the tools for assessment*
2.2 Inclusive learning environment	2.2.1 *Improve inclusive practices to reflect the two-dimensional model* 2.2.2 *Develop and implement mechanisms for ensuring French linguistic development and a healthy and safe multicultural environment* 2.2.3 *Continually update inclusive practices according to research and social issues*
2.3 Learning environment that favours the development of each student's identity	2.3.1 *Ensure the development of each child's well-being (RCA + R)* 2.3.2 *Ensure each student develops self-awareness*
2.4 Timely personalized interventions for students	2.4.1 *Evaluate and identify all students for better intervention* 2.4.2 *Select and develop/offer interventions*

COMPONENT 3 - GRADE 9 TO 12

RESULTS	INTERVENTIONS
3.1 Updated curriculum that allows the Francophone education sector's goals to be met	3.1.1 *Clarify goals so staff know what to do within the next 20%* 3.1.2 *Finalize the review of the education system* 3.1.3 *Review theoretical frameworks and begin review of curricula*
3.2 Inclusive learning environment	3.2.1 *Improve our inclusive practices to reflect the two-dimensional model* 3.2.2 *Develop and implement mechanisms for ensuring French linguistic development and a healthy and safe multicultural environment* 3.2.3 *Continually update inclusive practices according to research and social issues*
3.3 Ensure each student has a career and life readiness plan that drives them (intrinsic motivation)	3.3.1 *Ensure the development of each child's well-being (RCA + R)* 3.3.2 *Implement mechanisms to verify that each student has a career and life readiness plan that drives and motivates them (screening and selection)* 3.3.3 *Make factual information on the reality and needs of the labour market accessible to students* 3.3.4 *Prioritize experiential learning to explore the life and career aspects of each student's career and life readiness plan*
3.4 Implement timely personalized interventions for students	3.4.1 *Evaluate and identify all students for better intervention* 3.4.2 *Select and develop/offer interventions*

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5. Conclusion

Moving forward, we must ensure our actions exceed what is outlined in our policies and our educational plans in order for the educational experience of all students to change. School staff must be trained to adequately support students in this new perspective by evolving away from a model primarily focussed on learning the regular curriculum towards an approach that focusses on each student's strengths and interests. Are we not, therefore, in the midst of an in depth reform to improve inclusive education?

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